

# Indiana's Response to Intervention Academy



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# Please discuss this quote at your table...

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- ▣ *"The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students."  
--Wright (2005)*

Do you  
**agree** or  
**disagree**  
with this  
quote?

Why?

# Components to Consider

- ❑ Leadership
- ❑ Evidence-based core curriculum, instruction, & interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making
- ❑ Cultural responsiveness
- ❑ Family, community & school partnerships

# Integrated System for Academic and Behavioral Supports

## Tier 3:

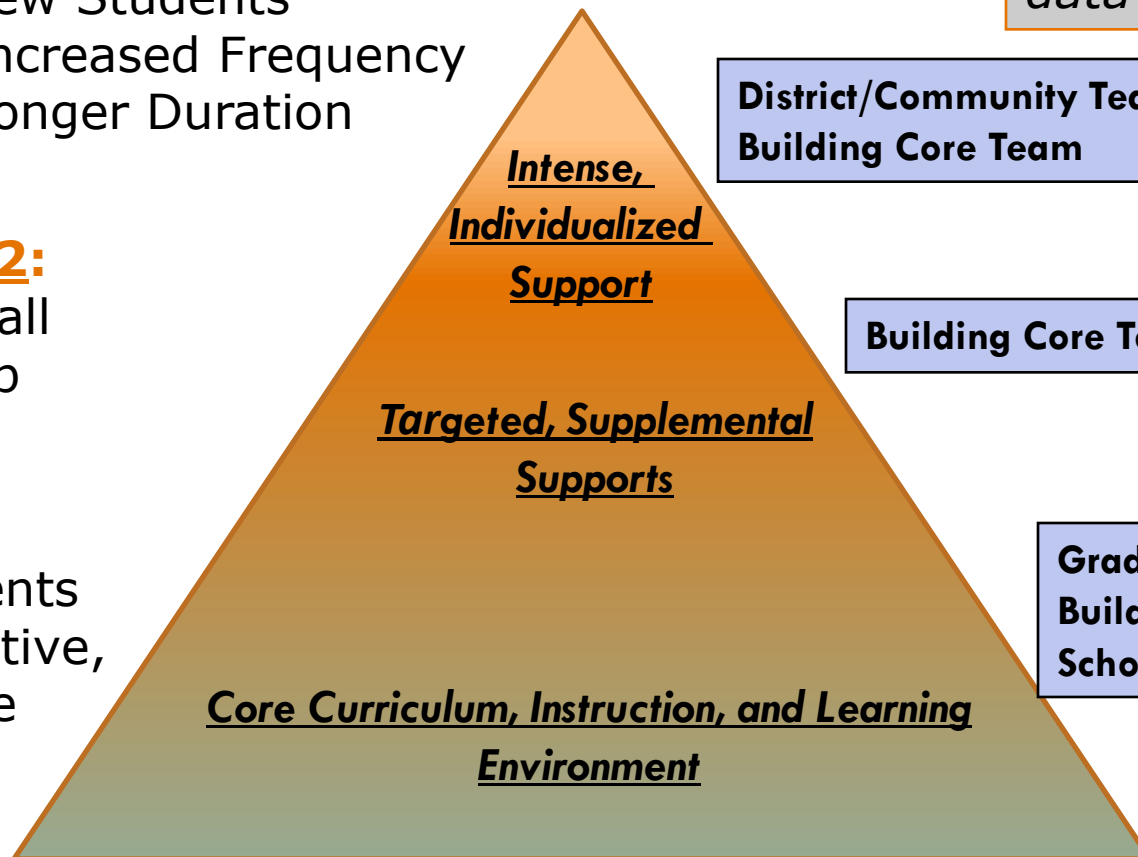
- Few Students
- Increased Frequency
- Longer Duration

## Tier 2:

- Small Group

## Tier 1:

- All Students
- Preventative, Proactive



District/Community Team  
Building Core Team

Building Core Team

Grade Level Teams  
Building Core Team  
School Improvement Team

*Services across tiers are fluid and data-driven*

## Preview: Connecting My Presentation to Indiana's Vision of RTI

- **Leadership** is at the heart of Targeted and Intensive Interventions
- **High Quality Core Curriculum and Instruction** must be in place that is data driven and preventative – it must be based on student learning. The core curriculum must show evidence that it meets the needs of a majority of children.
- **Data Based Decision Making** drive intervention selection and implementation

# Where Should We Begin?

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- ❑ Indiana's Vision for RTI is a systemic change process
- ❑ Many schools begin by looking for interventions
- ❑ Schools need to begin by looking at the Core Curriculum and evidence that the Core is secure
- ❑ As you move toward the process of RTI your school begins to have a culture change toward data and improving teaching practices
- ❑ The process is about the General Education Classroom **NOT** Special Education

# Scientifically-Based Research

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- ▣ Research involving the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs.
  
- ▣ Found in both IDEA and NCLB
  - Indiana's Response to Intervention, Guidance Document

# Evidence-based

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- ▣ Practices that utilize existing evidence from worldwide research and literature on education and related subjects or established by sound evidence where existing research is lacking or of a questionable, uncertain, or weak nature.
  - Indiana's Response to Intervention, Guidance Document



# Best Practices

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- ▣ Those research and evidence based strategies that produce activities and ideas that engage students and motivate them to learn.
  - Graphic organizers
  - Engaging multiple modalities
  - Less scripted and more routine
    - ▣ Writers have to write
    - ▣ Readers have to read

# Evidence-based Core Curriculum

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- ❑ The Core is what is available to ALL CHILDREN
- ❑ Preventative and proactive
- ❑ Includes but is not limited to:
  - Differentiated Instruction
  - Core Interventions
  - Universal Screening
  - Small, flexible groups
  - Curriculum mapping
  - Data driven decisions and progress monitoring
- ❑ A secure core shows evidence that 80% of the children are successful at the core level
- ❑ The Core priority is high quality instruction that is responsive to data

# What is the Data Telling Us?

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We are moving toward a data driven culture:

- What type of data is being collected?
  - How is the data being used?
  - What are the data trends?
  - How are the data trends being used?
  - What data are we collecting but not using?
  - Do you have a Universal Screener or CBM, Curriculum Based Measurement, in place?
  - Do you have some type of Progress Monitoring in place?
    - Does the Progress Monitoring correspond with the Universal Screener?

# Now You Try:

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- ▣ Looking at the list of Core Curriculum suggestions, what do you currently have in place?
- ▣ What questions do you have regarding the core?
- ▣ What next?

# Is the Core Curriculum Secure?

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- ❑ Is there administrative support at both the school and district level?
- ❑ Is implementation of a secure core a top priority? Is there leadership for all aspects of the core, academic, behavioral, social emotional?
- ❑ What percent of children are successful at the core level? What are the subgroups that do not seem to be successful?
- ❑ Is fidelity to the core a common practice?
- ❑ How and by whom is fidelity monitored? Who ensures fidelity, administration, teachers, both?
- ❑ Are there interventions in place at the core level?
  - What are those interventions still needed at the core?
  - Which interventions at the core do teachers need additional training?

# Secure Core Curriculum con't.

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- ❑ What plans are in place to ensure a secure core curriculum?
  - What next?
- ❑ Has the school identified common teacher referral concerns in their schools?
  - Think about common interventions at the core level
  - Look for interventions that will meet referral data

# What Next?

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Connections...

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Questions...

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Indiana's Vision for Response to Intervention

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